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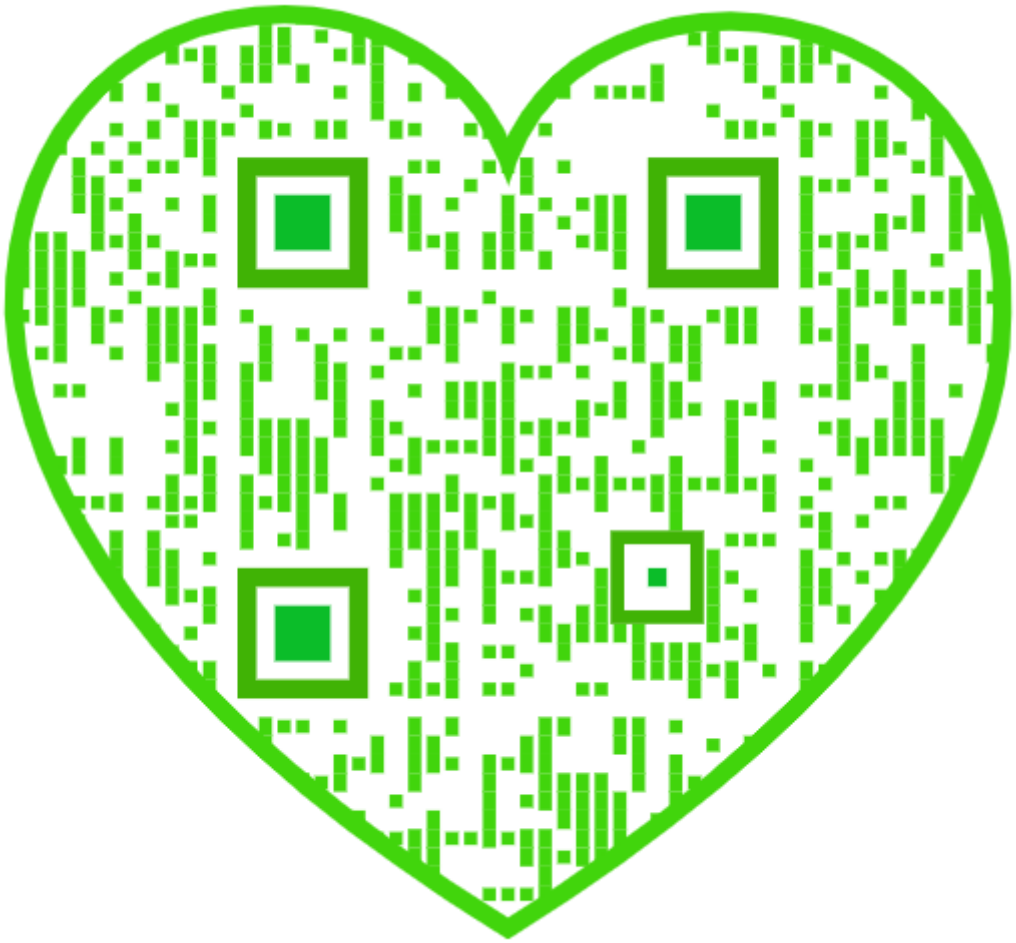
The LIGHTNING LEGIBLE :: :: SHORTHAND



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The Lightning Legible SHORTHAND

FOR USE

IN ALL FIELDS OF LABOR WHERE THE HIGHEST DEGREE OF SPEED AND LEGIBILITY IS DEMANDED :-:

SECOND EDITION

THE GLASS PUBLISHING COMPANY
SAN BERNARDINO, CAL.
1909

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Five Strong Points the Lighting Legible Shorthand has Over Other Systems :::

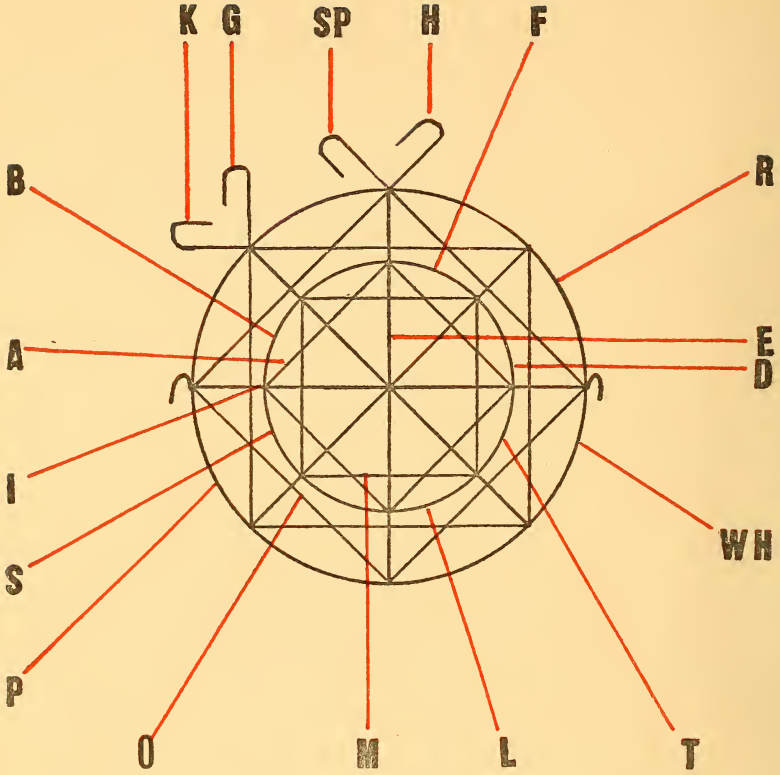


Fig. 1.

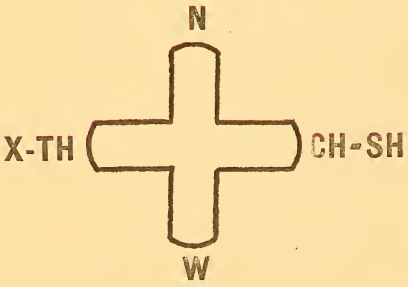


Fig. 2.

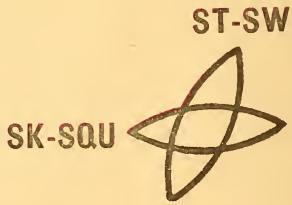
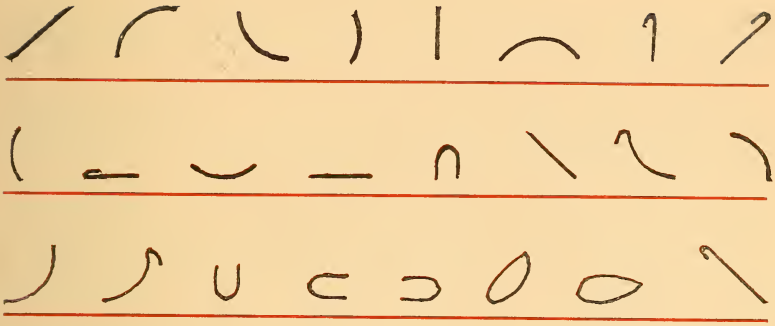


Fig. 3.

THE ALPHABET.



Figures 1, 2, and 3, on the preceding page, illustrate every character in the alphabet, and if carefully studied will prove very helpful in forming the correct shape of the different characters.

The teacher should put the figures on the board and give all students three or four thorough drills during the first and second lessons.

After a pupil has had the class drills, require him to make the three figures and fully explain them.

All the curved characters and all the straight characters are found in Fig. 1. N, W, X-TH, and CH-SH are given in Fig. 2. ST-SW and SK-SQU are shown in Fig. 3.

If the drill is given orally, the interior circle need not be made, as all the curved and straight characters can be illustrated in the exterior circle.

The alphabet is formed from the following characters; thus, —— ⌒ ∩.

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LIGHTNING LEGIBLE SHORTHAND.

LESSON I.

The Alphabet.

Characters made up and down are called perpendicular and oblique characters. Those made from left to right are called surface characters. Be certain to make the perpendicular and oblique characters up and then down, and the surface characters from left to right and from right to left. The oblique characters slanting in the direction of A; for example, B, H, T, and U-WH, are more easily made up than down, and should usually be made up. The perpendicular characters, D, E, G-J, and I-Y, the character ST-SW and the oblique characters slanting in the same direction as the character O; for example, C-S-Z, P, R and SP-SPH, are more easily made down. Most of the surface characters, as, F-V, K-QU, L, M, N, W, and CH-SH, are more easily made from left to right. X-TH and SK-SQU should be made from right to left and should usually begin at the top instead of at the bottom.

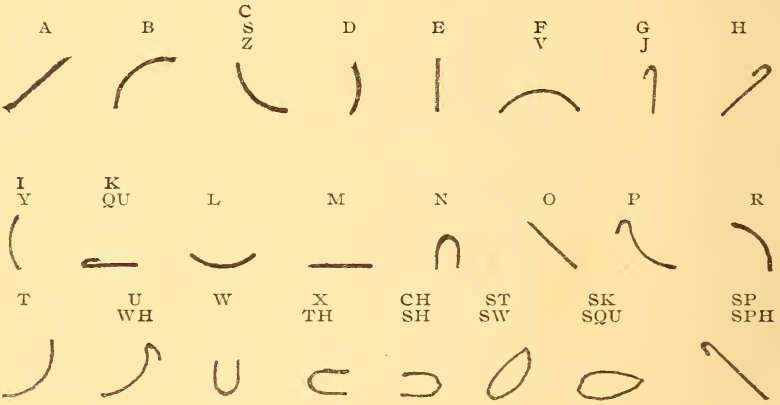
Notice very closely how the alphabet is made in the three sizes and then make five copies in two directions full size, five copies in two directions half size, and five copies in two directions minute, thus

making ten alphabets of each size. Now make sixty copies of each of the three sizes. (*)

Study these explanations very closely, and then make the number of copies suggested above, according to the following illustrations :

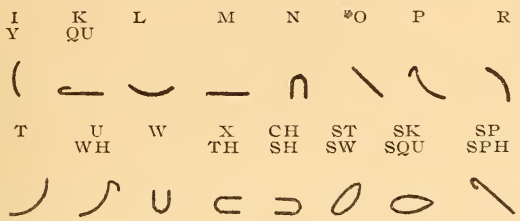
EXERCISE I.

Full Size Characters.

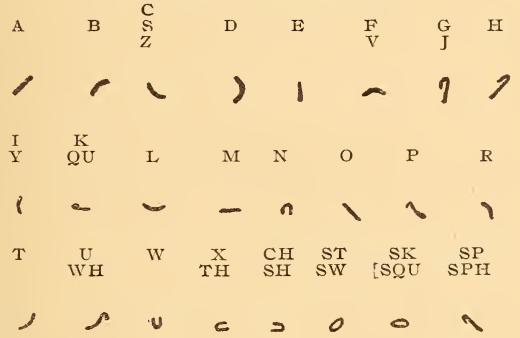


Half Size Characters.

* Do not make sixty copies of the full size, then sixty of the half size, then sixty copies of the minute size, but make each character full size, half size and minute in two directions before making the next character. Be certain to make sixty copies of this exercise and remember to make all the perpendicular and oblique characters up and then down, and all surface characters from left to right and from right to left. This will require you to make the alphabet 360 times in this exercise.



Minute Characters.



Give all your notes to your teacher so that he may be able to criticise them carefully and give you the benefit of the criticism. (*)

The alphabet in shorthand, as in longhand, is the foundation and should be thoroughly mastered before any other lesson is begun. You cannot write longhand before you learn your A B C's; the same is true of shorthand, so do not try to write a word

* NOTE TO THE TEACHER—Accept no student's work on the alphabet who does not bring it up written five times in two directions in each of the three sizes; i. e., ten copies of each size—thirty complete copies; and also sixty copies in each of the three izes written in two directions; i. e., 360 copies or a total of 390 complete alphabets.

until you can make any character readily and accurately. Learn the alphabet well in all three sizes and you will avoid many hours of worry over your notes.

Perpendicular, Oblique and Surface Characters.

The characters of the alphabet are divided into oblique, perpendicular, and surface or horizontal characters. A, B, C-S-Z, H, O, P, R, T, U-WH, ST-SW, and SP-SPH are the oblique characters. D, E, G-J, and I-Y are the perpendicular characters. All the other characters of the alphabet may be classified as surface or horizontal characters.

As stated in the beginning of this lesson, the oblique characters slanting in the direction of A, are more easily made up. The perpendicular characters and the oblique characters made in the direction of O, are more easily made down. X-TH and SK-SQU should usually be made from right to left and should be made downward. All other surface characters are more easily made from left to right, but all characters should be practiced in their two directions until they can be made in either direction with ease and rapidity.

Natural Side.

The right side of E, G-J, and ST-SW, the inside of curved characters, and the underside of SK-SQU and all other characters, is the natural side. The other side is the unnatural side.

Review Questions.

1. How many characters in the alphabet?
2. Name them.
3. How many perpendicular characters?
4. Name them.
5. How many horizontal characters?
6. How many hook characters?
7. Name the hook characters that are perpendicular or oblique.
8. What characters represent more than one letter or digraph?
9. Name the characters that are more easily made down.
10. Define the natural and the unnatural side of all characters.

☞ **NOTE TO THE TEACHER**—Have the pupils answer all review questions. It is better to have them write the answers in class than to answer orally.

The teacher should also have all pupils bring up the exercises of each lesson written neatly and accurately the number of times indicated in this book. By so doing, pupils will have no trouble to read their notes when they get into dictation.

LESSON II.

Letters of Same Sound Represented by Same Character.

As the phonetic method of spelling is used in shorthand, letters having the same sound; as, C, S, and Z, F and V, G and J, I and Y, K and QU, U and WH, are represented by the same character. Also

groups of letters, as X and TH, CH and SH, ST and SW, SK and SQU, SP and SPH, are represented by the same character. These are called group characters. (See alphabet.)

Spelling by Sound.

In shorthand, only the letters that are sounded are written in the notes; therefore, learn to spell a word by sound before trying to write it in shorthand.

Learn the following list of words, and notice very closely how they are spelled in longhand and shorthand:

L. H.	S. H.	L. H.	S. H.	L. H.	S. H.
could	kud	class	klas	lay	la
system	sistm	come	kom	flannel	flanl
prestige	prestg	write	rit	loan	lon
week	wek	caught	kaut	talk	tauk
catch	kach	letter	letr	mean	men
bought	bot	sack	sak	canned	kand
corner	kornr	awkward	awkrd	meat	met

Study the above list very carefully, and then make and hand to your teacher a different list of one hundred words, spelled first as in longhand, and then as in shorthand.

NOTE TO THE TEACHER—Pronounce one of these lists and similar words to the class until they become accustomed to spelling by sound. Do not place too little value on this lesson for it will be a great help in forming outlines hereafter.

Initials.

A character, representing a group of letters, placed above the line and retraced on the natural side represents the first letter or digraph of the group, through the line, the second letter or digraph of the group, and below the line, the third letter or digraph of the group. For instance, the character C-S-Z placed above the line and retraced on the natural side is C ; through the line, S ; and below the line, Z. The character representing X and TH placed above the line and retraced on the natural side is X ; and through the line, TH ; thus,—

If any character is used as an initial or as an abbreviation, make a retrace on the natural side. See illustration of retraces on characters C, S, Z, X and TH just given.

Write C, Z, WH, and X as initials.

NOTE TO THE TEACHER—Be sure to criticise each pupil's work closely. See that each does all the work assigned. And since no one takes an interest in work which he is permitted to do in a slouchy, slipshod fashion, be sure that each pupil does his work well. Remember that slovenly work begets slovenly habits and slovenly habits beget slovenly character. It should, therefore, be the teacher's constant care to have all work done so well that it will lay the foundation for **GOOD** stenographers, correct habits and good character.

Review Questions.

1. When would the character G-J represent G, and when J, if used as initials?
2. On which side is a character retraced to show that it is an initial or an abbreviation?
3. Which is the natural side of a character?
4. Give the names of the curved characters.
5. Give the rule for using as initials letters represented by the same character.

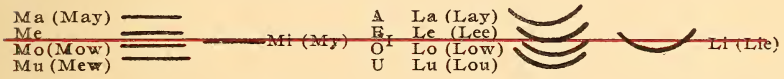
LESSON III.

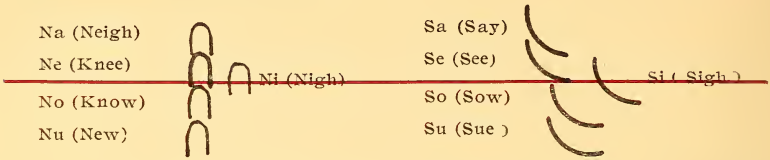
Vowel Positions.

The five vowels, A, E, I, O, and U, are designated by five distinct positions with reference to the horizontal line on which we write. In ordinary shorthand tablets, which are ruled rather widely, about one-fourth inch above the line is "A" position. Any consonant placed on this position represents that consonant and also the letter A following. For instance, if M is placed on this position, it spells m-a, ma, (may). Touching or nearly touching the line on the top side is "E" position. Any consonant placed on this position represents that consonant and also the letter E following. For instance, S placed on this position spells s-e, se, (see). In or through the line is "I" position. Any consonant placed in or through the line represents that consonant and also

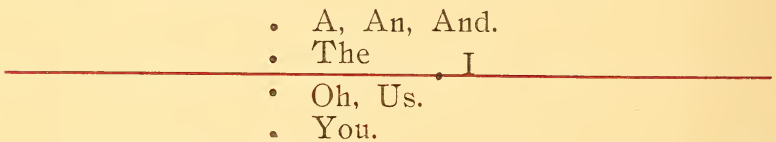
the letter I following. For instance, N made through the line spells n-i, ni, (nigh). Touching or nearly touching the line on the under side is "O" position. Any consonant placed on this position represents that consonant and also the letter O following. For instance, L on "O" position spells l-o, lo, (low). About one-fourth inch below the line is "U" position. Any consonant placed on this position represents that consonant and also the letter U following. For instance, N placed on this position spells n-u, nu, (new).

Any consonant made on any one of the five vowel positions represents that consonant and also the vowel following which is represented by the position on which the consonant is placed. For instance, M on "A" position means **ma;** on "E" position, **me;** on "I" position, **mi;** on "O" position, **mo;** on "U" position, **mu.** The same is true of any other consonant. All we have to do is to make any consonant on any of the five vowel positions and it carries with it the idea of that vowel without taking the time and trouble to make the vowel itself. The following are good illustrations of vowel positions:





A dot on "A" position is **a, an,** or **and.** Context will readily show which the dot is intended to represent. A dot on "E" position is **the.** A dot on "I" position is **I.** A dot on "O" position is **Oh** or **us.** A dot on "U" position is **you;** thus,—



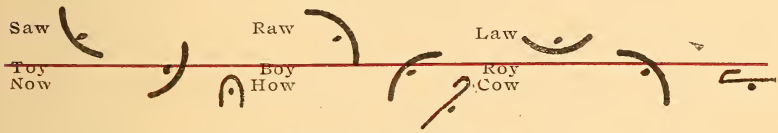
Diphthongs.

A dot placed near the center, on the natural side of a consonant on "A" position forms the diphthongs AU and AW; as in **law.** A dot placed near the center on the natural side of a consonant on "I" position forms the diphthongs OI and OY, as in **boy.** A dot placed near the center on the natural side of a consonant on "O" position forms the diphthongs OU and OW, as in **how.** Therefore, we have three diphthong positions; "A" position for AU and AW, "I" position for OI and OY, and "O" position for OU and OW.

It is sometimes convenient to use the vowels A, I, and O joined to some other character. When

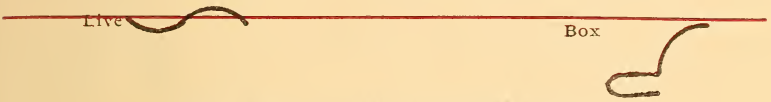
this is done, if you want to use them as diphthongs, make a diphthong dot on the natural side of the vowel.

The following are good illustrations of the three diphthong positions :



F, V, X, and SP.

If F, V, X, or SP comes at the end or in the body of a word, strike it off the preceding character. For instance, to write **live,** place L on "I" position and strike V off the L. To write **box,** place B on "O" position and strike the X off the B; thus, —



Do You, To You, and If You.

D on "U" position is **do you,** T on "U" position **to you,** F on "U" position **if you.**

Punctuation.

Place a small cross on "I" position for a period. If at any time it is necessary to indicate any other mark of punctuation, make the mark just as in longhand and draw a circle around it. For instance, if you wish to indicate a semicolon, merely make it and draw a circle around it ; thus,

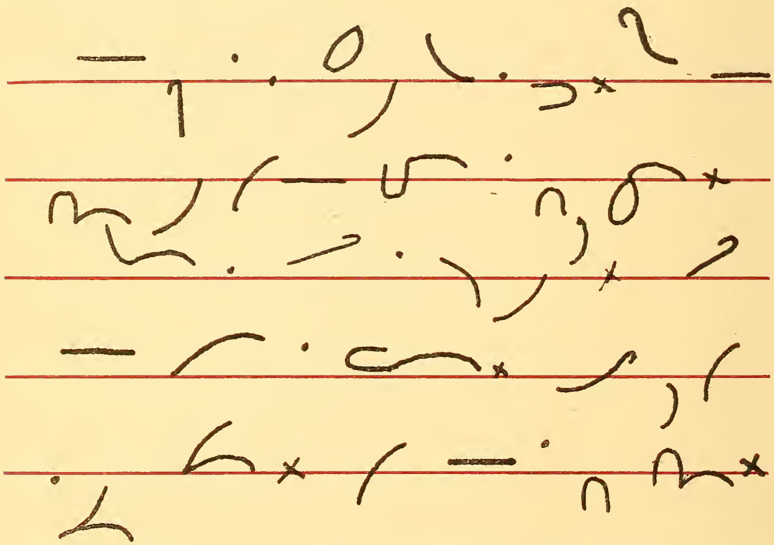
EXERCISE I.

Make and hand to your teacher fifty shorthand copies of the following words (*): Axe, asp, lay, be, beef, by, now, bow, rye, view, how, spy, thief, rough, cave, saw, law, thaw, new, shy, sieve, shave, move, cough, wife, vex, enough, puff, joy, annoy, stove, sky.

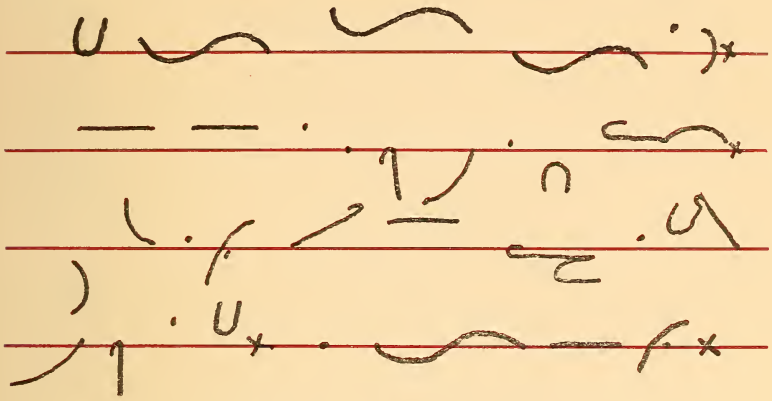
Make a list of twenty-five similar words, write five times in shorthand and hand to your teacher.

EXERCISE II.

Transcribe the following sentences and then make and give to your teacher fifty shorthand copies from your transcript :



* You should not write one of these words fifty times before passing to the next, but should write the entire list of words, then return to the first and repeat the process until you have fifty complete copies.



Review Questions.

1. How many vowel positions?
2. Name and define them.
3. Name and define the diphthong positions.
4. What is said about D, T, and F, on "U" position?
5. How are the diphthongs formed?
6. What is said about punctuation marks?
7. What words are represented by the dots on the vowel positions?
8. What is said of F, V, X, and SP when they come at the end or in the body of a word?

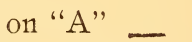
NOTE TO TEACHER—As exercises I and II contain the first words and sentences the pupils have written, the teacher should criticise very closely every outline, marking all errors and corrections in red ink in order that all pupils may acquire at the outset the habit of writing all shorthand neatly and accurately.

LESSON IV.

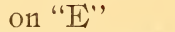
Half Size and Minute Characters.

Rule 1. Making any character half size adds L, R, T, or TH. Making any character minute adds M, N, or D. For instance,

Half Size.

To write **mail,** make M on "A" position half size for L; thus, 

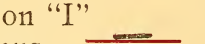
To write **mere,** make M on "E" position half size for R; thus,

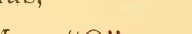
To write **mit,** make M on "I" position half size for T; thus, 

To write **moth,** make M on "O" position half size for TH; thus,

In like manner, any other character made half size signifies the addition of L, R, T, or TH.

Minute.

To write **mum,** make M on "U" position minute for M; thus, 

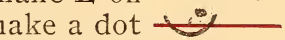
To write **men,** make M on "E" position minute for N; thus, 

To write **mad,** make M on "A" position minute for D; thus,

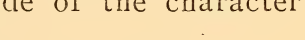
In like manner, any other character made minute signifies the addition of M, N, or D.

L, R, T, or TH Added to Half Size or Minute Characters.

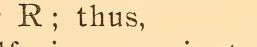
(a) To add L to a half size or minute character, make a dot on the natural side near the end.

For example, to write **little,** make L on "I" position half size for T and make a dot near the end on the natural side for L; thus, 

(b) To add R to a half size or minute character, make a dot on the unnatural side of the character near the end.

For example, to write **miner,** make M on "I" position minute for N and place a dot on the unnatural side near the end for R; thus, 

(c) To add T or TH to a half size or minute character, make a dot on the end of the character.

For example, to write **width,** make W on "I" position minute for D and place a dot on the end for TH; thus, 

M, N, or D Added to Half Size or Minute Characters.

(a) To add M to a half size or minute character, make a dash perpendicularly through the character.

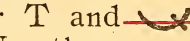
For example, to write **form,** make F on "O" position half size for R and make a dash perpendicularly through it; thus,

(b) To add N to a half size or minute character, make a dash through the character in the direction of O.

For example, to write **lighten,** make L on "I" position half size for T and make a dash through it for N ; thus,

(c) To add D to a half size or minute character, make a dash through the character in the direction of A.

For example, to write **Fred,** make F on "E" position half size for R and make a dash through it for D ; thus,



NOTE—Do not make two dots or two dashes, or a dot and a dash on the same character, For instance, instead of writing **rattler,** by making R on "A" position, half size for T and makIng a dot on the natural side for L and a dot on the unnatural side for R, make R on "A" position half size for T and strike L off, half size for R. Instead of writing **random,** by making R on "A" position, minute for N, and a dash through it in the direction of A for D, and another dash perpendicularly through it for M, make R on "A" position, minute for N, and strike D off minute for M. Instead of writing **rambled,** by making R on "A" position, minute for M, and making a dot on the natural side for L, and a dash through it in the direction of A for D, make R on "A" position, minute for M, and strike L off minute for D. Thus,—

Rattler Random Rambled

Vowels Preceded by Two Consonants.

If a half size or minute character is made on a vowel position, and the letter for which the character is made half size or minute precedes the vowel, make the character heavier by bearing harder on your pen or pencil. (*)

If L, R, T, or TH is to be added to one of these half size or minute characters, or another half size

* It should be remembered, however, that no letter represented by a dash or a dot ever precedes the vowel.

or minute character is required to finish the word, make the character on the vowel position heavy. It is unnecessary, however, to make the dot or the other half size or minute character heavy.

EXERCISE I.

Make and hand to your teacher five shorthand copies of the following words: Bought, haul, made, nine, son, then, view, sole, short, come, call, through, handle, boarded, letter, little, matter, Riverside (*), Colton (**), Dear Sir (***), Yours truly (****).

NOTE TO THE TEACHER—Be certain to criticise each pupil's work closely and require the size of all characters to be in accordance with the rules.

A, AU, and AW.

Make a check mark opening to the right; thus, for A, AU and AW.

For example, to write **abroad,** make B on "O" position, half size for R, make a dash through it in the direction of A for D, and use the check mark for A; thus,

This check mark may be made on either side or either end of the character, or any position with reference to the character. For instance, if two characters

---

* R on "I" position, V struck off half size for R and S struck off minute for D, making it spell R-i-v-r-s-d, Rivrsd, [Riverside].

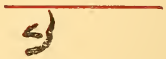
** K on "O" position, half size for L, and T struck up minute for N, makin it spell K-o-l-t-n, Koltn, [Colton].

*** D on "E" position, and small circle on the natural side, Dear Sir.

**** Y on "U" position, full size, small circle on natural side, Yours Tr uly

are required in writing a word, and A occurs between them, make the A check at the joining point.

For example, to write **donated,** make D on "O" position minute for N and T struck down minute for D, with a check mark for A where T joins D ; thus,



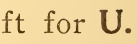
Make fifty shorthand copies of the following words : Abandon, awful, author, autumn, apart, audit, attune, auburn, attire.

Make a list of ten similar words, write them five times in shorthand and give them to your teacher.

U.

Make a check mark opening to the left for **U.**

For example, to write **unite,** make N on "I" position half size for T and precede it with the check mark opening to the left ; thus,



The U check mark may be made on either side or either end of the character, or any position with reference to the character. For instance, if two characters are required to write a word and U occurs between them, make the U check at the joining point.

For example, to write **graduate,** make G on "A" position half size for R with a D dash, strike A up half size for T and make the U check mark where the A joins the D dash ; thus,

Make and give to your teacher fifty shorthand

copies of the following words: Universal, unit, unicorn, united, euchre, value, modulate, stimulate.

Make a list of ten similar words, write them five times in shorthand and give them to your teacher.

Tion, Sion, Cian, Cial, Tial, Shal.

Retrace a character on the unnatural side for -tion, -sion, -cian, -tial, -cial, and -shal.

For example, to write **attention,** make T on "E" position, minute for N, a retrace on the unnatural side for -tion, and use the A check mark; thus,

Make and give to your teacher fifty copies of the following words written in shorthand: Mansion, nation, national, fashion, mission, session, partial, martial, magician, special.

Make a list of twenty similar words, write them five times in shorthand and give them to your teacher.

Ing

Made a dot following the end of a character for -ing or thing.

For example, to write **buying,** make B on "I" position, full size, and follow it with a dot; thus,

If -ing occurs between two syllables, make a space between the two syllables, but do not make the dot. To write **Wellington,** make W on "E" position, half size for L; following the end of the W strike T up minute for N; thus,

The space between the half size W and the minute T indicates the syllable -ing.

Make and hand to your teacher fifty shorthand copies of the following words: Cutting, fleeting, preying, glueing, sleeting, slanting, mailing, coaling, holding, knowing, Harrington, Burlington, Wilmington.

Make a list of twenty similar words, write them five times in shorthand and give them to your teacher.

Phrasing.

It is not well to have special signs for phrases, but sometimes rules may be developed that will enable the stenographer to shorten his work very much by using judicious phrasing.

Suppose we wish to write the phrase, **from you.** You have already learned that F on "O" position, half size for R, with a dash made perpendicularly through it for M, is **from.** Now by placing F half size with the M dash on "U" position instead of "O" position, you have all the vowels of the desired phrase except O. Hence, by analyzing the character very carefully, you have f-r-m-u, **from you.**

You learned in a preceding lesson that F on "U" position is **if you.** F on "U" position half size for L, when analyzed, would be the phrase, **if you L,** or **if you will.** In the same way you can write, **we will,** by making W on "E" position half size for L. **We would** may be written by making W on "E" position minute for D, **we'd, we would.** If these phrases

written in this manner should be at all confusing to you, that is, if you get them confused with regular words, make them a little heavier by bearing hard on your pen or pencil to indicate that they are phrases.

Review Questions.

1. How is L, R, T, or TH added to a character?
2. How is M, N, or D added to a character?
3. How may L be added to a half size or minute character?
4. How is M added to a half size or minute character?
5. Tell how R, T, TH, N, or D is added to a half size or minute character?
6. How may you know when the vowel is preceded by two consonants?
7. How are the phrases, **if you, if you will, we will** and **we would** written?
8. Tell what is said of -tion and -ing.
9. What is said about using two dots, two dashes, or a dot and a dash on the same character?
10. How do you write such words as, **Dear Sir, Yours truly, Riverside, and Colton?**

LESSON V.

Be certain to do all the joining you can and study every outline you make so that the shorthand words will be as plain to you as print. For instance, if you want to write the phrase, **if you are ever over at,** make F on "U" position for **if you** and strike a half size A off of F for **are,** strike E off of A, and a half size V off of E for **ever,** strike O off of the V, and V half size off of O for **over,** and strike a half size A off of the V for **at.**

Make five similar phrases, write them a number of times in shorthand and give them to your teacher.

NOTE TO THE TEACHER—Dictate exercise I and II to the class slowly at first, then gradually increase the speed until the class can write each exercise at the rate of seventy-five words a minute.

EXERCISE I.

Make and hand to your teacher fifty shorthand copies of the following letter:

Dear Sir:—I had a letter from Mr. A. A. Boyd Friday, and he said you wanted a good man to travel through Pennsylvania (*) to inquire about the coal output in that State next year. If you still want someone, I shall be glad if you will write me, and I will come over to see you about the matter.

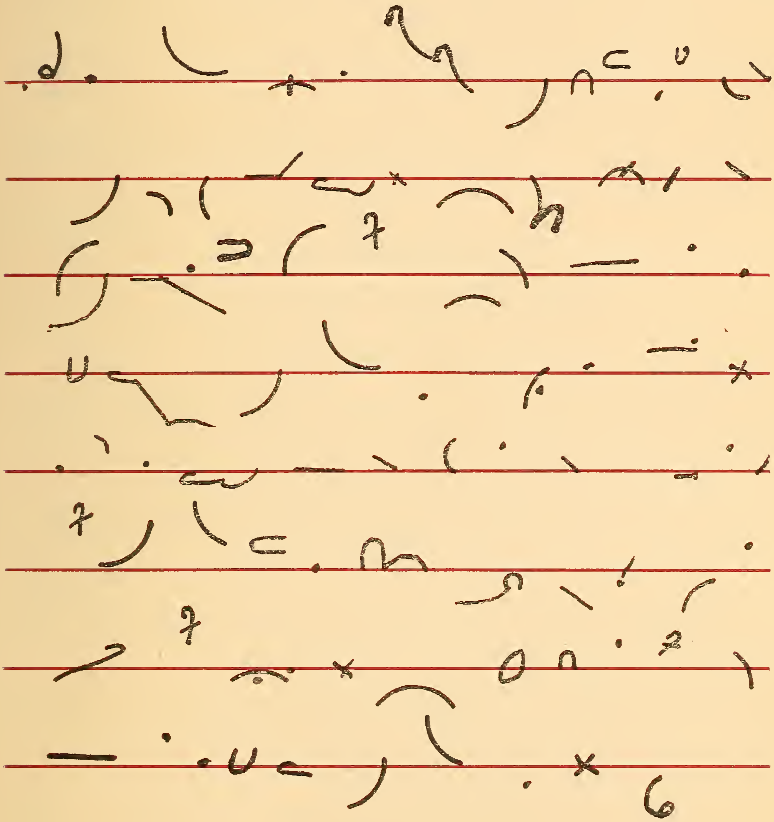
Yours truly,

---

* P on "E" position minute for N and retraced on the natural side.

EXERCISE II.

Transcribe the following letter, make fifty shorthand copies from your transcript and give them to your teacher.



Review Questions.

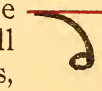
1. What are the three diphthong positions?
2. What does a retrace on the unnatural side indicate?
3. How may you know a vowel is preceded by two consonants?
4. How is M added to a half size or minute character?
5. How is R added to a half size or minute character?

LESSON VI.

Hooks, Circles, and Loops.

To Add S, LY, etc.

Rule 2. Making a small circle on the natural side at either end of a character adds S.

For example, to write **rose,** make R on "O" position, with a small circle on the natural side; thus, 

Making a small circle on the unnatural side at either end of a character adds LY, RY, TY, CY, SY, and ZY.

For example, to write **lately,** make L on "A" position, half size for T with a small circle on the unnatural side for LY; thus,

Make fifty shorthand copies of the following words: Pears, chairs, plums, pose, nose, wreaths,

mouths, files, names, plans, holy, surely, burly, worldly, tarry, hurry, curry, prairie, merry, ferry, hoary, certainty, reality, party, haughty, naughty, racy, saucy, mercy, rusty, Nancy, fussy, prosy, lazy, hazy, dizzy, crazy.

Make a list of twenty-five similar words, write them in shorthand five times and give them to your teacher.

To Add ES.

(a) Changing the S circle to a loop adds the syllable -es.

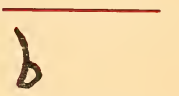
For instance, to write **losses,** make L on "O" position, with a small loop on the natural side for -ses; thus,

Make and hand to your teacher fifty shorthand copies of the following words: Passes, mosses, horses, houses, ceases, races, paces, prices, pauses, causes.

Make a list of twenty-five similar words, write them five times in shorthand and give them to your teacher.

To Add S to the Syllables, LY, RY, TY, etc.

(b) Changing the LY, etc. circle to a loop adds S to the syllables, LY, RY, TY, CY, SY, and ZY.

For instance, to write **duties,** make D on "U" position with a small loop on the unnatural side for TYS (ties); thus, 

These circles are changed to loops to indicate

the plural; but, if you experience any difficulty in distinguishing between a circle and a loop, use a dash instead of a loop on the natural side in the same position as the diphthong dot, to indicate a plural.

Make and give to your teacher fifty shorthand copies of the following words: Follies, mercies, fancies, putties, doughties, daisies, pansies, lilies, dailies, trolleys, bounties, counties, certainties.

Make a list of twenty similar words, write them five times in shorthand and give them to your teacher.

When ING Occurs Between the Circle and the Character.

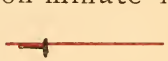
(c) If ING should occur between either the S or the LY, etc. circle and the character, do not make the circle on the character, but make a space between the circle and the character, placing the circle in its relative position.

For example, to write **filings,** make F on "I" position, half size for L with a small circle on the natural side for S, but leave a space between the character F and the S circle for ING; thus,

Make fifty shorthand copies of the following words: Cuttings, yearnings, charmingly, musingly, cunningly, sparingly.

Make a list of ten similar words, write them five time in shorthand and give them to your teacher.

To Add I.

Rule 3. Make a dash perpendicular to and directly on the end of a character to add I. Example: to write **money,** make M on "O," position minute for N and make a dash on the end for I, making it spell m-o-n-i, (money); thus, 

This dash made perpendicular to and directly on the beginning of a character prefixes I to the character.

For example, to write **idea,** make D on "E" position, beginning with a dash perpendicular to it for I and strike A up off the end of D, making it spell i-d-e-a; thus,

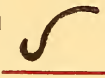
Write the following words fifty times in shorthand and give them to your teacher: Honey, pony, many, body, stuffy, fluffy, candy, sandy, handy, heavy, gravy, navy, wavy, ilex, iron, iota, identity.

Make a list of ten similar words, write them five times in shorthand and give them to your teacher.

To Add G and K.

Rule 4. To add G to any character, make a hook at the end of the character on the natural side, and to add K, make the hook at the end on the unnatural side.

For example, to write **bag,** make B on "A" position with a hook on the natural side for G; thus,

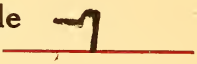
To write **bake,** make B on "A" position with a hook on the unnatural side for K; thus, 

Write the following words fifty times in shorthand and give them to your teacher: Sag, nag, crag, brag, plug, log, sledge, wedge, lodge, hedge, plank, bank, link, sink, brink, sunk, monk, choke, rank, fickle.

Make a list of twenty-five similar words, write them five times in shorthand and give them to your teacher.

G-K Hook Never Half Size or Minute.

(a) Never try to make the G or K hook half size or minute. It is sometimes convenient to make the dot or the dash, but when such is done, much discretion should be used. It is generally better to strike off the G or K (not the hook) half size or minute, as the case may require.

For instance, **mangle**  is written thus,

And **broken,** thus,

Write the following words fifty times in shorthand and give them to your teacher: Tangle, wrangle, sprangle, ankle, uncle, bunker, banker, tinker, single, sinker, wriggle, wrinkle, wringer.

Make a list of twenty-five similar words, write them five times in shorthand and give them to your teacher.

To Add CH or SH, P or B.

Rule 5. To add CH or SH to a character, make a large circle on the natural side, and to add P or B to a character, make a large circle on the unnatural side.

For example, to write **hush,** make H on "U" position with a large circle on the natural side for SH; thus,

(a) These circles may be made half size, like any character to add L, R, T, or TH, but should never be made minute.

(b) If M, N, or D should follow one of these circles, make the dash that represents the M, N, or D through the circle. For example, to write **pushed,** make P on "U" position with a large circle on the natural side for SH and make a D dash through the circle; thus,

Instead of making the B or P circle half size or even making a dash through it, it is nearly always better to strike the B or P off half size or minute as the case may require.

Make and hand to your teacher fifty shorthand copies of the following: Bush, gush, much, rush, rash, cash, lash, push, mesh, marsh, bushel, crusher,

pusher, hitch, catch, batch, patch, finch, rich, fetch, blotch, pitch, blotched, pitcher, cab, crab, crib, grab, mob, slab, scrub, snub, rub, cub, mop, slap, scrap, snap, wrap, wrapper, cap, cup, sleep, scraper, creep, sleeper, roper, creeper, rope, hope.

Make a list of twenty-five similar words, write them five times in shorthand and give them to your teacher.

Phrases.

The phrases below are not compulsory, but may be used when convenient. The phrase, **we will say that,** may be written by placing W on "E" position, half size for L, making a small circle on the natural side for S, striking A up, and striking TH half size for T off of A ; thus,

We would say that, is written in the same way except W is made minute for D.

By exercising great care in developing rules instead of making mere signs, many phrases which frequently occur may be formed, and thus accelerate the speed of your shorthand without detracting from its legibility. No phrase signs should ever be used unless you can show that they are developed from rules.

When you begin phrasing, study the outlines of your phrases very closely and see that every part is written according to some rule. By making all your

notes clear and accurate according to rule, and always transcribing all your notes, you will soon experience no difficulty in reading your shorthand.

EXERCISE I.

Make and give to your teacher fifty shorthand copies of the following letter :

Prof. Paul L. Evans,,
Redlands, Cal.

Dear Sir : We need a bright young man who is honest and not afraid of (*) work to take charge of our books. We will pay the right man a good salary, but we want one who can do the work. If you can send us a young man whom you think can do this work, send him over at once.

Yours truly,

Review Questions.

1. How is S added to a character ?
2. How is S added to a circle on the unnatural side ?
3. How is ES added to the S circle ?
4. How is K added to a character ?
5. How is G added to a character ?
6. How is SH-CH added to a character ?
7. How is B or P added to a character ?
8. How is the phrase, **we will say that,** written ?
9. How is ING indicated, if it occurs between the S circle and the character ? the LY circle and the character ?

* To write OF, make O a little more than full size on "E" position.

LESSON VII.

Word Signs.

By adopting two positions for word signs and using the twenty-four characters of the alphabet to represent words, we are enabled to get nearly a hundred words. Most of them occur very frequently in every day writing and some of these words require long outlines to write them in full.

Nearly all word signs begin with either the initial letter or with the sound of the initial letter of the word which the word sign represents. This avoids most of the difficulty of memorizing long lists of word signs which is experienced in other systems of shorthand. The word signs are placed on "E" position and joint position. (See explanation of "joint position" a little further on.) Word signs should be made a little longer or larger than full size characters. Each word sign represents two words on "E" position, and two on joint position. The first word of a group on "E" position is always a verb. The second word of a group is never a verb. Context will readily show which word of the group is represented by the word sign.

How to Memorize the Words Represented by Word Signs.

There can be no best rule for every one in memorizing these words. Some memorize them more

readily by constructing sentences containing the words and then making the word signs to represent them. This is an excellent method, but in following this plan, be sure to make sentences that mean something. Others learn these words more easily by first memorizing all the words represented by each character on "E" position and then those on joint position. Another good plan is to memorize all the words without regard to the characters representing them. After you have thoroughly learned all the words so that you can repeat them from beginning to end, and know the moment you hear one of them that it is a word represented by a word sign, you can then apply them to their respective characters, and they will be fixed in your mind so thoroughly that they will not be hard to retain.

"E" Position.

As already explained under the head of "Vowel and Diphthong Positions," "E" position means on or touching the upper side of the line on which we write. All word signs must be placed on "E" position except those on joint position (explained in the next paragraph). (*) Word signs on "E" position may be followed by joint word signs, or any other word may be joined to them.

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* A few word signs are, however, sometimes used on certain of the vowel positions in writing phrases in very brief form.

Joint Position.

Joint position is the end of any full word or phrase written in shorthand. A joint word sign is any word sign placed on joint position. A joint word sign must be preceded by some other character, and must be joined to the preceding character. It may be joined to any full word or phrase, and it may be joined to the end of a character, or a dash running through a character.

Learn thoroughly the words represented by word signs and use all of them in sentences. Make fifty shorthand copies of the sentences and give them to your teacher to be graded. Let each sentence contain as many as possible of the words represented by the word signs.

The words in the first column are to be written by making the word signs representing them on "E" position. They are never joined to the preceding character. Those in the second column are to be written on joint position. Observe that **have, if** and **of,** words of very frequent occurrence, but words not easily confused, are written on either "E" position or on joint position.

	E Position	Joint Position
A	Have After	Have And
B	Believe Business	Be Before
C-S-Z	Accommodate Consequent Consequence	Assure As
D	Disappoint Disappointment	Demonstrate Disadvantage
E	Accept Economy	Economize Energetic
F-V	Inform If	Favor If
G-J	Give Gentlemen	Guarantee Judicious
H	Humiliate Hydraulic	Hesitate Homogeneous
I-Y	Inquire Immediate	Investigate Illustration
K-QU	Concentrate Courteous	Consolidate Corporation
L	Eliminate Litigation	Deliver Legitimate
M	Manipulate Maximum	Manufacture Minimum

N	Negotiate Necessary	Notify Negligence
O	Offer Of	Object Of
P	Appreciate Position	Purchase Particular
R	Rectify Recommendation	Represent Reciprocity
T	Testify Temporarily	Attribute To
U-WH	Utilize Utility	Understand Unanimous
W	Watch Workmanship	Want We
X-TH	Extinguish Executrix	Explain Exaggeration
CH-SH	Separate Character	Shrink Successful
ST-SW	Satisfy Satisfactory	Stipulate Stenographer
SK-SQU	Scrutinize Square	Squander Schedule
SP-SPH	Speculate Spasmodic	Subpoena Instantaneous

The S circle, the LY, etc. circle or any of the dashes may be used on a word sign to indicate the number or tense.

Phrasing.

As you have already learned, all word signs are placed on "E" position except those on joint position. However, by using certain of the word signs on the different vowel positions, we are enabled to write in exceedingly brief and compact form a number of phrases which frequently occur.

You learned in a preceding lesson that to make a half size or minute character heavy indicates that the letters represented by that character precede the vowel. Therefore, making word signs heavy shows that the word represented by the word sign precedes the vowel, thereby giving the word and the vowel represented by the position on which it is placed. For instance, G placed on "U" position and made heavy would indicate the phrase, **give you.** F placed on "I" position and made heavy would indicate the phrase, **if I.** F made heavy on "A" position indicates the phrase, **if a.** A made heavy on "U" position gives the phrase, **have you.** You see by the above illustrations that quite a number of important phrases can be formed in this way without impairing the legibility.

If at any time you are in doubt as to the advisability of using a certain word sign on a vowel position to represent a phrase, ask your teacher about the matter. Some of the characters may even be made half size or minute to indicate oft-recurring

phrases. You have already learned that F on "U" position, half size represents the phrase, **if you will.** By using great care in forming your phrases, there are other word signs that you can use in the same way.

EXERCISE I.

Make fifty shorthand copies of the following letter and give to your teacher :

Dear Sir :—We have a fine lawn mower of our own manufacture. If you are going to need anything of this kind in the near future, we shall be pleased to have you come in and see us about our mower. It is so simple that a small boy can manipulate it.

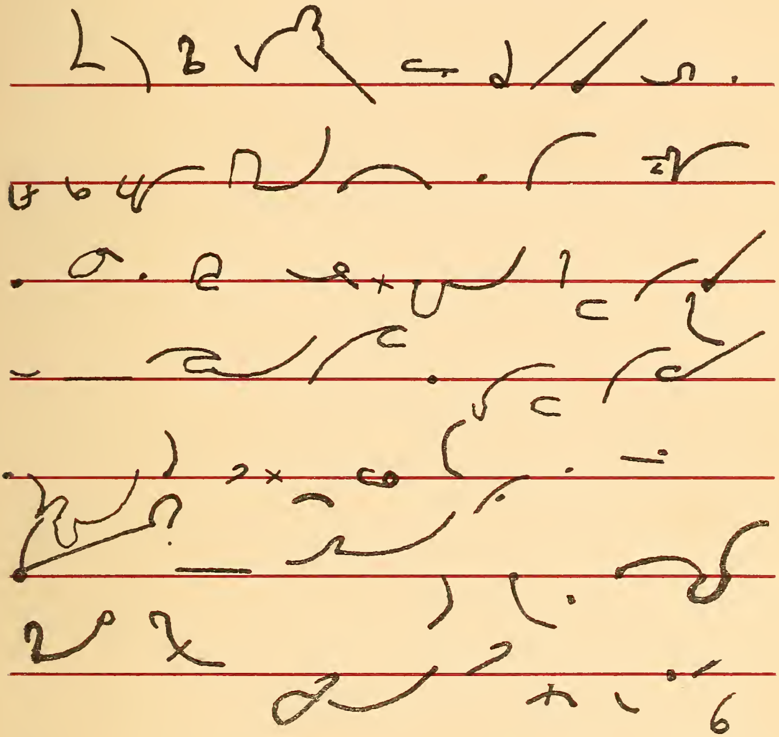
We guarantee all our goods. If any of them should fail to prove satisfactory to you, we will appreciate it very much if you will notify us immediately so that we may rectify the wrong.

Hoping to have the pleasure of having you call on us, we are,

Yours truly,

EXERCISE II.

Transcribe the following letter and then make fifty shorthand copies of your transcript and give to your teacher.



Review Questions.

1. What part of speech is the first word of a word sign group, either on "E" position or joint position?
2. How may you distinguish word signs from other characters?

3. What is meant by "E" position word signs?
4. What is meant by joint position word signs?
5. What is the word sign for energetic?
6. How may a word sign be used to represent a phrase?
7. What is said of the S circle, the LY, etc. circle, and the dashes, in reference to word signs?
8. What are the word signs for the following words: Believe, homogeneous, consequence, negligence, reciprocity, and instantaneous?

NOTE TO THE TEACHER—Be sure to give students a thorough drill on the word signs. These are very important and should be completely mastered.

LESSON VIII.

Prefixes and Suffixes.

Quite often long outlines may be shortened and simplified by the use of a few simple prefixes and suffixes. Prefixes are placed on the left, very close and near the top of a character; and the suffixes are placed on the right, very close and near the top.

A word may contain a prefix and a suffix, but should not contain two prefixes or two suffixes. It is usually better to write the stem of the word before writing the prefix. Writing the prefix first sometimes makes it difficult to get the stem of the word on the right position. For instance, to write **adver-**

tise, make T on "I" position with the S circle and then make A minute on the left hand side, very close and near the top; thus,

The prefixes and suffixes are simply the characters of the shorthand alphabet made minute. The letters of the shorthand alphabet are used for the reason that it is easier to retain the name of a shorthand letter and the prefix or suffix for which it stands than it is to retain the shape of some unfamiliar character and the name of the prefix or suffix which it represents. As soon as the letter is named the shape of that character is at once formed in the mind.

Too much importance cannot be placed on this lesson, because it will enable you to shorten your outlines as much as any other lesson in the book.

Learn the following prefixes and suffixes thoroughly:

Prefixes. (*).	Suffixes.
A: ad, adver, anti,	A: able, ible,
B: be, de,	B: bility, berty,
C: circum, super,	C: ance, ence,
D: dis, discon, discom,	D: up,
E: em, en, in, eng,	E: ent, ant, estic, istic,
F: for, fav,	F: fication, dify, tify,

* It will be noticed that a number of prefixes and suffixes of frequent occurrence are not included in this list, for the reason that sufficient rules for the rapid writing of such are given elsewhere in this book.

G : agre, agri,
H : hypo, hydro,
I : inter, incom, incon, incor,
K : col, com, con,
L : il, counter,
M : mag, mis,
N : un,
O : oper, over,
T : trans,
W : under,
X : ex,
ST : sub, sug, sup, sur,
SH : ab, ap, ob, op,
SK : pre, pro, per, pur,

G : graph, guish,
I : ical, icle,
K : shy, thy,
L : less, lify, rify,
M : ment,
N : ness, ius,
O : ous, eous, ious,
R : arity, erity, ority,
T : tive, tious, cious,
W : ward, uate, ulate,
X : by, py,
SH : cient, tient, ship,
ST : fy, vy.

Either the S circle or the LY, etc. circle may be added to a suffix. Also the suffix may be followed by the ING dot.

EXERCISE I.

Make five shorthand copies of the following words and give them to your teacher : Admirable, advertisement, admissible, deserve, behind, circumstance, supersede, distinguish, discommode, disconcert, emblematical, entireness, English, forbearance, favorite, agriculture, aggregate, hypochondriacal, hydrometry, interference, incompetent, compatibility, illegality, miscellaneous, untrue, operation, overwhelm, recognize, translucent, sufficient, abstract, expense, undertake, marshy, ruby, happy.

Review Questions.

1. Where is a prefix placed?
2. What size character is used to make a prefix?
3. What is said about the stem of a word being made before the prefix?
4. Where is the suffix placed?
5. What is said about using two prefixes and two suffixes in the same word?
6. Is it permissible to use a prefix and a suffix on the same word?
7. May an S circle be added to a suffix?
8. What character is used to indicate the suffix -guish?
9. May a suffix be followed by an ING dot?
10. May a word sign or any other character be added to a suffix?

LESSON IX.

Miscellaneous Helps.

Dollars and Cents.

A numeral placed on "I" position represents the number of **dollars** indicated by the numeral. A numeral placed on "A" position indicates **cents.** For instance, to write $25.15, place **25** in the line and **15** on "A" position.

"E" position is used for ordinary numbers.

A numeral placed on "O" position indicates the **rate per cent.** represented by the numeral. If this is to represent a certain **discount,** make D minute very close and near the top of the numeral on the right hand side. If it is a certain **rate of interest,** use I minute very close and near the top of the numeral on the right hand side.

A numeral on "U" position indicates the number of pounds represented by the numeral.

Dating.

A numeral on "I" position has **of the** understood before it and **inst.** after it. A numeral on "O" position means, **of the ultimo.**

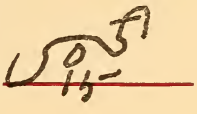
Thus to write **of the 25th inst.,** make 25 on "I" position. To write **of the 25th ultimo,** make 25 on "O" position.

Introductory Phrases.

It is not well to use any set phrase to introduce letters, but quite often a stenographer has to take dictation from an employer who uses a few set phrases. In which case, it is well to have some short outlines for such phrases.

The following illustrations are given merely to assist the pupil in forming outlines for a few phrases which are often used. Do not make any outlines that are not in accordance with the rules given in this book.

To write, **we have your esteemed favor of the 15th inst., and contents duly noted,** place W on "E" position, strike F off for **favor,** make ST minute near the center on the natural side of F for **esteemed,** place **15** in the line, just under the F for **of the 15th inst.,** make the K hook on F for **contents,** strike N off for **noted,** make the D dash through the left hand side of N for **duly;** thus,

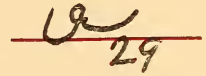


You will notice that **have** and **your** are left out between **we** and **favor,** because context will readily show that these two words are understood. STM used in connection with F at such a place could mean nothing else but **esteemed.** 15 on "I" position means **of the 15th inst.**

The K hook may be used on a character in an introductory phrase to represent **contents** or **question.** It would be **question** if made on the phrase **to your,** but is nearly always contents.

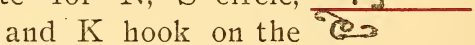
N may be used on any phrase of this kind to represent **noted,** and the D dash may be used on the left hand side of the character to represent **duly.**

To write, **we received your letter of the 29th ultimo,** make W on "E" position, the S circle for **received,** (*) L struck off for **letter** and 29 on "O" position for **of the 29th ultimo;** thus,



* An S circle maybe used on any character for RECEIVED.

To write, **in response to your kind communication of the 15th,** make SP on "O" position minute for N, S circle, K struck off and K hook on the K character, 15 on the line ; thus,



By studying the above closely, you should be able to formulate correct outlines for all similar phrases.

Complimentary Closing.

Make Y full size on "U" position with S circle for **yours truly.** For **yours very truly,** make Y half size with the S circle on "U" position. For **very truly yours,** make Y minute with S circle on "U" position. For **truly,** make T half size on "U" position with LY circle. **Respectfully** is F on "U" position full size with the LY circle. **Very respectfully,** is written F on "U" position, half size with the LY circle. **Most respectfully,** should be written F on "U" position, minute with LY, etc., circle. **Respectfully yours, very respectfully yours** and **most respectfully yours,** are all written in the same way, except the LY, etc. circle is changed to a loop. **Yours respectfully** is written F beginning with the S circle on the natural side for **yours** and ending with the LY, etc. circle. **Yours very respectfully** is written in the same way except that the F is made half size; **yours most respectfully,** in the same man-

ner except that the F is made minute. All these characters are on "U" position.

The Long Sound of Vowels.

It is sometimes convenient to have some mark to distinguish the long sound of vowels. But inasmuch as our books and newspapers are published without diacritical marks, it is evident that such marks are not often essential to the meaning. The same is true in shorthand, and therefore, none should be used unless absolutely necessary. When necessary, however, a dot on the unnatural side near the center of the character may be used to indicate the long sound of the vowel. A dash in this same position indicates that the character is intended for the second letter or digraph of a group character. For instance, to show that D minute on "I" position is for **died** instead of **did,** make a dot on the unnatural side near the center of the D, and to show that the character CH-SH minute on "A" position is **shade** instead of **Chad,** make a dash on the unnatural side near the center to indicate that the character is intended for SH instead of CH. (*)

K and M Followed by M, and G-J Followed by E.

When K or M is followed by M, drop a very short line from the character and strike M off this

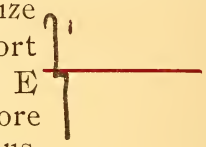
* These markings are not often necessary for the reason that context will usually bring out the meaning.

line. For instance, to write **claimed,** make K on "A" position half size for L, and drop a very short line from the K and strike M off this line minute for D; thus,

To write **Mormon,** make M on "O" position, half size for R, drop a very short line from the half size M and strike M off this line, minute for N, thus,

To write **Jewel,** make J full size on "U' position, strike a very short line off the right and strike E down half size for L; thus,

To write **gentlemen economize,** make G on "E" position a little more than full size for **gentlemen,** strike a very short line off to the right, and strike E down from this line a little more than full size for economize; thus,



Phrasing by Contraction.

Often a long phrase may be made with a very short outline. Much care should be used in forming phrases, but when a phrase can be formed with an outline clear enough to indicate all the parts of the phrase, it is a convenient way of increasing speed. **As soon as** is written S on joint position for **as,** made minute for N and the S circle added for the other **as,** thus making s-n-s, (as soon as). This same character with the P circle or P character, whichever is

more convenient to make, is **as soon as possible.** The same character with the K hook or the K character (whichever is more easily made), is **as soon as convenient.** S on joint position for **as** half size for L, the S circle for another **as** gives s-l-s (as well as). S on joint position for **as,** G hook, S circle on G hook gives the phrase, **as good as.**

These phrases will enable you to form others, but much discretion should be used in forming the outlines, and when you form an outline, read and reread it until it is as familiar to you as the most common words.

Review Questions.

1. How are dollars and cents indicated?
2. What position is used for ordinary numbers?
3. What position is used for per cent? For pounds?
4. How is discount indicated? Interest? Dating?
5. How is the phrase, "We are in receipt of your highly appreciated favor of the 16th inst., and duly note contents," written?
6. How is the phrase, "Yours most respectfully," written?
7. How is the long sound of vowels indicated?
8. How may the second letter or digraph of a group character be indicated?

9. What is said about M following K or M? E following G?
10. How is the phrase, "As soon as convenient," written?

LESSON X.

Synopsis of the Lightning Legible Shorthand.

Make and hand to your teacher five shorthand copies of the following letter:

Dear Sir:—In response to your request for an outline of the Lightning Legible Shorthand, I offer the following synopsis:

Our book contains ten lessons. In the first lesson the alphabet is thoroughly explained. It contains twenty-four characters, and unlike the alphabets of other systems, every character is different from any other character. There are eleven oblique characters, four perpendicular, and nine horizontal or surface. Every character in the alphabet may be made in two directions, thereby enabling the writer to make each in the direction most convenient to him. The right side of E, G-J and ST-SW, the inside of curved characters, and the underside of SK-SQU and all other characters is the natural side.

Lesson II treats of how to spell in shorthand and how to distinguish which letter or digraph of a group character is intended when such letter or di-

graph is used as an initial. Placing the character above the line and retracing it on the natural side indicates the first letter or digraph represented by the character; placing it through the line, the second letter or digraph; and below the line, the third letter or digraph.

Lesson III treats of vowels and diphthongs. About one-fourth of an inch above the red line in ordinary shorthand tablets is "A" position; touching or nearly touching the line on the upper side is "E" position; in or through the line is "I" position; touching or nearly touching the line on the lower side is "O" position; below the line about one-fourth of an inch is "U" position. Any character made on any of these positions means that character followed by the vowel represented by the position on which the character is placed. The positions, "A," "I" and "O" are also used for diphthong positions; that is, by placing a character on "A" position and making a dot on the natural side near the center of the character the diphthong, AU-AW is formed. A character treated the same way on "I" position forms the diphthong, OI-OY, and on "O" position the diphthong OU-OW.

F, V, X and SP, when occurring in the body of a word, are struck off of the character preceding.

The phrase, "Do you," is formed by making D on "U" position; "To you," by making T on "U"

position ; and "If you," by making F on "U" position.

Lesson IV treats of half size and minute characters. Making a character half size adds L, R, T, or TH ; making it minute adds M, N, or D. Placing a dot on the natural side near the end of a half size or minute character adds L ; placing it on the unnatural side near the end adds R ; and placing it directly on the end adds T or TH. Making a dash in the direction of A through a half size or minute character adds D ; making a dash in the direction of O adds N ; and a dash perpendicular to the character adds M. Two dots, two dashes or a dot and a dash should not be made on the same character. It is better to make the character representing the first part of the word half size or minute, then strike the other character off from it half size or minute to represent the last part of the word. If two of the letters of the half size or minute character precede the vowel represented by the position on which the character is placed, make the character heavy by bearing harder on your pen or pencil.

A check mark opening to the right is used for A, AU, AW. A check mark opening to the left is used for U. These check marks may be used at the beginning, in the body or at the end of a word.

Retracing a character on the unnatural side adds either of the syllables, -tion or -shal.

A dot following the end of a character adds the syllable, -ing or -thing. If this syllable comes between two syllables, make the character representing the first syllable, leave a small space or break, then add the last syllable. The space between the two characters indicates the syllable -ing.

The phrase, "If you will," may be written by making F on "U" position half size for L. Other phrases may be written in the same manner by judiciously developing rules.

Lesson V teaches the necessity of joining one character to another and also the benefits to be derived from phrasing.

Lesson VI treats of hooks, circles and loops. To add S to a character, make a small circle on the natural side. A small circle on the unnatural side adds LY, RY, TY, CY, SY, and ZY. Changing either of these circles to a loop forms the plural. If -ing occurs between the character and either of these circles, make a space between the character and the circle.

A dash made perpendicular to and directly on the end of a character adds I. A hook on the natural side of a character adds G and on the unnatural side adds K. These hooks are never made half size. A large circle on the natural side adds CH or SH and on the unnatural side adds P or B. These circles may be made half size, but should never be made minute.

Lesson VII treats of word signs. Every character in the alphabet is used on "E" position or joint position as a word sign. On "E" position it represents a verb and some other part of speech, also a verb and some other part of speech on joint position. "E" position means that the character is placed on "E" position. Joint position means that the character is joined to some preceding character. A following character may be joined to an "E" position word sign, but an "E" position word sign is never joined to any preceding character.

By using the characters of the alphabet in this way, we get nearly a hundred words that are easy to memorize and that generally require long outlines.

Lesson VIII treats of the prefixes and suffixes. Twenty characters of the alphabet are used as prefixes. The character is made minute and placed very close and near the top on the left hand side of the character to which it is prefixed. Nineteen of the characters of the alphabet are used as suffixes. They are made minute and placed very close and near the top on the right hand side of the character to which they are suffixed. These form prefixes and suffixes that are very easily memorized, and the stenographer is enabled to shorten his outlines by their use.

Lesson IX treats of miscellaneous helps. "A" position is used to represent cents, "E" position for ordinary numbers, "I" position for dollars, and the

phrase, "of the inst.," "O" position for per cent. and the phrase, "of the ultimo," "U" position for pounds.

If it is necessary to indicate the long sound of a vowel, make a dot on the unnatural side near the center of the character.

If it is necessary to know that a character is intended to represent the second letter or digraph of a group character, make a dash on the unnatural side.

If character K or character M is followed by character M, drop a very short line from the end of preceding character, and strike the character M off to the right. If the character G-J or character E is followed by character E, strike a very short line off the end of the preceding character to the right, and strike the E down from this short line.

The phrase, "as soon as possible," is written by making S on joint position minute for N and the S circle with P struck off or with the P circle. A number of other important phrases may be written by developing rules in a similar manner.

Lesson X is this synopsis with a complete set of review questions.

NOTE TO TEACHER—The above letter should be dictated to the pupil once a week during the entire course. Try to increase the speed every week so that by the time the student will have finished his course in shorthand, he will be able to take this letter at a very high rate of speed.

Review Questions.

1. Name the oblique characters of the alphabet.
2. How many perpendicular characters in the alphabet?
3. How many surface characters?
4. Which is the natural side of a character?
5. Where a character is used as an initial, how may we know which letter or digraph it is intended to represent?
6. Describe the vowel positions?
7. Name and describe the diphthong positions.
8. What letters are added when a character is made half size?
9. What letters are added when a character is made minute?
10. Tell how L, R, T and TH are added to half size or minute characters.
11. Tell how M, N and D are added to half size or minute characters.
12. Tell what is said about making two dots, two dashes or a dot and a dash on the same character.
13. What is used to represent A, AU or AW?
14. A check mark opening to the left represents what?
15. How are the syllables -tion and -shal indicated?

16. How are the syllables -ing and -thing added?
17. What is said about one of these syllables occurring between two syllables?
18. How is the phrase, "we would" written?
19. How do you add S, LY, RY, TY, SY, CY, and ZY to a character?
20. How is the plural indicated when one of these circles is used on the character?
21. How do you add SH, CH, B and P to a character?
22. What does a dash perpendicular to and directly on the end of the character represent?
23. Tell how to add K to a character?
24. What is meant by "E" position and joint position?
25. Define prefixes and suffixes.
26. What positions are used for dollars and cents?
27. How do you indicate the long sound of the vowel and how is the second letter or digraph of a group character indicated?
28. Tell what is said about character M following character K and character M, also character E following character G-J or character E.
29. Tell how the phrase, "we are in receipt of your esteemed favor of the 15th inst.," is written.

30. How should the word signs be made in order to distinguish them from the ordinary characters?

Suggestions to Stenographers.

Many stenographers write the names of persons and cities in longhand, but this should never be done. A shorthand that will not enable the stenographer to write anything in shorthand has something wrong with it. It may be necessary to make the outline a little longer than usual in order to get the proper spelling of the word, but any word that can be written in longhand can be written in the Lightning Legible Shorthand.

A proper name that is liable to be confused with some other name should not be written by using full size, half size, and minute characters, but all the characters in the outline should be written small, and enough of the characters, representing the letters in the word, should be made in the outline to make it perfectly plain.

The first vowel in a proper name may be indicated by beginning the outline on that vowel position. If two of the characters in the outline precede the vowel, make the first character up and strike the second character off from it. If only the first character precedes the vowel, be certain to strike it

down. This method should be used when perpendicular and oblique characters are the beginning characters. If both the characters are surface characters, made from left to right and both precede the vowel, strike the second character to the left; if only the first character precedes the vowel, strike the second character to the right.

By using the small circle for S and making a character heavy when it is to represent the last letter or digraph of a group character and following the foregoing explanations very closely, every character in any outline used to write proper names can be readily discerned.

To indicate that the outline is a proper name, retrace the last character on the natural side. If the name ends in -ing or -ings, make the retrace on the character preceding the last syllable.

The G hook, the K hook, the A check mark, the I dash and the U check mark may be used in any of these outlines instead of the letters they represent. In using the hook for G and J, make it heavy when intended for J, and make the K hook heavy when it is intended for "W."

Examples—To write Belasco, strike B down on E position, L off from B, A off from L with S circle, C off the S circle, and strike O off from C and retrace the O on the natural side. To write Knickerbocker; make N on I position, the K hook on the N,

R down, B up, O off of B, the K hook on O, R off the K hook and retrace the R on the natural side. This word is not spelled out in full, but is given to show that it is necessary to make only as much of the outline as is needed to make the word plain.

NOTE.—If it is a peculiar name not liable to be found in a standard dictionary or a biograhplcal dictionary, ask the person who is dictating how to spell the name, and then make the outline so that you will be able to spell the name correctly when you transcribe your notes.

To write Bradley, make B on A position, strike R off from the top of B, D down off the R, L off from D, I down, and retrace the I on the natural side. The B and R both precede A in this word. The I should be made heavy to indicate that it is intended for Y.

By practicing proper names a little every day, they will soon become as easy to write as any other word. Make a firm resolution now and stick to it, that you will never write any longhand in your shorthand notes.

Make and give to your teacher five shorthand copies of the following words: Knickerbocker, Hamburger, Wanamaker, Metropolitan, Minneapolis, Baton Rouge, Montgomery, Schnider, Schmidt, Sullenberger, Horowitz.

Stenographers and Typewriters Price List.

The following is given, not as a fixed rule, but one by which the stenographer and typewriter may make a schedule of his own typewriting.

Charge five cents per folio, that is, five cents for

each 100 words; this would amount to about ten cents for each letter page and fifteen cents for a legal page. A letter page is usually 8½ by 11 inches. Be certain to leave a wide margin so your work will have a neat appearance. Begin legal papers about 2½ inches from the top so as to accommodate the lap over the cover that is placed on documents for protection. They are called manuscript covers and are 8½ by 15 inches.

These prices are for regular spacing: for single spacing, all prices should be doubled as twice the amount can then be put on a page.

For triple spacing a reduction of about one-third may be made, as there is not so much writing in triple spacing as in double spacing. This would make a letter page of triple spacing amount to about eight cents and eleven or twelve cents for legal page.

Where much of the work is figure work the price should be increased about 50%, thus, a letter page would amount to fifteen cents and a legal page about 22½ cents.

A charge of five cents a copy should be made for carbon copies. Ten copies of very thin paper are about as many as can be made.

If the work is technical or very poor copy that is badly written or difficult to copy, a charge of 50 cents an hour should be made.

Dictation on the machine should also be charged for at the rate of 50 cents an hour.

Taking dictation in shorthand should be charged for at the same rate.

The stenographer and typewriter is supposed to furnish all material, unless the customer prefers to furnish his personal letter heads.

A charge of $3.00 a 1000 should be made for directing envelopes. If there are 50,000 or more to direct, the price may be $2.50 a 1000. If the typewriter has to pick out certain professions the price should be from $3.50 to $4.00 a 1000.

Directing envelopes with pen and ink should be charged for at the rate of $1.00 to $1.50 a 1000.

Court Reporter's Rates.

The following is the schedule of minimum rates recommended for expert reporting, law, and general work, by the National Shorthand Reporters' Association :

For reporting and furnishing original transcript, 25 cents per folio; and for each additional copy, made at the same time as the original, at least five cents per folio.

An attendance fee of $5.00, where no notes are taken, or where the folios at the rate charged do not amount to $5.00. (A reasonable notice to a stenographer that a case has been adjourned will save to the parties the charge of an attendance fee.)

Argument in law cases, and all reporting of scientific or technical subjects (owing to the special

skill and great care required), subject to an additional charge.

Where a copy of a report is taken by a person not sharing in the cost of the original transcript, if ordered in time to be made with the original, the charge to be not less than ten cents per folio.

All papers copied into the record to be charged for at full rates per folio.

In case the note taking is made more than ten miles from the place of employment, each stenographer taking the notes to be allowed mileage over the shortest usually traveled route at the rate of 8 cents per mile going to the place of taking said notes, and $3 a day as expenses while necessarily kept away from the place of employment.

Exchange Rates Between Members for Reporting.

For the original, of testimony, 15 cents per folio; argument and scientific or technical work, 20 cents per folio.

For the first extra copy, 3 cents per folio.

For each copy above two, the charge to be 2 cents per folio.

Attendance fee, $2.50, to be paid whenever a stenographer makes an attendance, or, by accepting an engagement, has lost other work.

Where papers form a portion of the record, the stenographer reporting the case to be entitled to the full exchange rates. In case of doubt as to ability

to collect for such matters, settlement for that portion of the work may be suspended until actual collection, such settlement to be made in proportion to the rate collected.

For relieving court stenographers: $8 per diem attendance (or $5 for half a day), and 10 cents per folio for one and 5 cents per folio for each additional copy, except where a daily transcript is furnished, for which agreement beforehand, no per diem charge, the stenographer doing the work to retain all transcript fees.

Members of the Association, in employing stenographic assistance, to give preference to their associates in the organization."

Punctuation.

Punctuation is the art of dividing written language by points or stops so as to clearly show the sense and relation of words, and to note the different pauses and inflections required in reading.

Punctuation is not used to-day as it was in the past, nor as it will be used in the future. The best way to learn it, is by reading standard literature and observing the punctuation marks therein.

Most manuals of punctuation have so many rules that they often prove confusing rather than an aid. Reading good literature one week and closely observing the marks of punctuation used therein, will prove

more beneficial than to study a month memorizing rules of punctuation.

The following rules are compiled from the best modern authorities and will prove very helpful if studied by applying them to punctuation used in the best literature.

The Period.

Rule 1. A period should be placed after every declarative and imperative simple, complex, and compound sentence.

Examples,—The sun is bright.

Obey the command.

Rule 2. A period should be used after all abbreviations.

Examples,—Messrs. Ph. B., B. C. L.

NOTE 1.—The Roman numerals were formerly followed by periods, but this usage is almost obsolete.

NOTE 2.—A nickname; as, Sam, Bill and Tom, is not an abbreviation therefore, should not be followed by a period.

The Colon.

A colon is used before a long direct quotation.

Example,—His reply was this: "Millions for defense but not one cent for tribute."—Pinkney.

NOTE 1.—If a quotation is very short and there is no special significance, a comma may be used instead of a colon; as,—

He said, "Thou art the man."

NOTE 2.—If a quotation is of considerable length or begins a new paragraph, it should be preceded by both a colon and a dash; as,—

After the meeting was called to order he arose and said;—

"Ladies and gentlemen, I am glad to be with you to-night."

Rule 2. A colon may be used to separate parts

of a complex sentence when a semicolon is needed to separate the minor sentences; as,—

"As we perceive the shadow to have moved along the dial, but did not perceive it moving; and it appears that the grass has grown, though nobody ever saw it grow: so the advances we make in knowledge, as they consist of such insensible steps, are only perceivable by the distance."

NOTE.—The colon is sometimes used in the following ways: 1. To separate closely connected sentences. 2. To separate from a sentence, complete in itself, an additional clause of inference or explanation, the connecting word (which would usually be for, but, or yet) being omitted; as,—

Apply yourself to study: (for) it will bring you honor.

Rule 3. A colon is usually placed after yes and no when in answer to a question; as,—

Does America defend her citizens? Yes: she does; she has always done it.

NOTE.—If yes and no are followed by some noun in the vocative case, a comma should follow yes or no, and a colon should be placed after the noun; as,—

Yes, sir: I am ready to defend the principle for which I stand.

Rule 4. A colon should usually follow the salutation of a letter; as,—

Dear Sir:

The Semicolon.

Rule 1. A semicolon should be placed before as, to-wit, viz., namely, thus, that is, and such expressions when they introduce an example or illustration; as,—

Every solid has three dimensions; namely, length, breadth, and thickness.

Rule 2. A semicolon should be placed before the end of a sentence which shows that another sentence follows; as,—

"Tic-tac, tic-tac, go the wheels of thought; our will cannot stop them; they cannot stop themselves; sleep cannot still them; madness only makes them go faster; death alone can break into the case."

Rule 3. A semicolon should be used between short sentences which have a slight connection with each other; as,—

Stones grow; vegetables grow and live; animals grow, live and eat.

The Interrogation Point.

An interrogation point should be placed after every direct question and after the interjections eh, and hey, when they imply a question; as,—

Will you furnish me more of this brand at the same price?

NOTE 1.—If several consecutive questions are in the same sentence, but require only one answer, all except the last one may be followed by commas, and it should be followed by an interrogation point.

NOTE 2.—A question mark may also be the length of a semicolon.

Rule 2. A question mark in parenthesis, signifies doubt; as,—

Your friend (?) told me this.

The Exclamation Point.

Rule 1. An exclamation point is used after all exclamatory sentences and after interjections; as,—

How disgusting is vice !

NOTE 1.—When an exclamation is repeated several times, a comma should be placed after all except the last, and it should be followed by the exclamation point.

NOTE 2.—When the expression is exceedingly strong, two or more exclamation points may be used.

The Comma.

Rule 1. A phrase out of its natural order should be set off by a comma; as,—

From the mountain, from the river, from the hill, and from the plain, we are sweeping to the rescue.

NOTE.—The comma after PLAIN is the one intended to illustrate the above rule.

Rule 2. Introductory words or phrases should be set off by commas; as,—

In fact, he has done nothing for six months.

Rule 3. An explanatory modifier when it does not restrict the modified term should be enclosed in commas; as,—

The order, to fire, was given.

Rule 4. Parenthetical expressions and their following words when used as such should be set off by commas; as,—

The rule, though very hard, is a good one.

Rule 5. Connected words and phrases, unless the conjunctions are expressed, should be set off by commas. The commas after mountain, river, and

hill in the example under rule 1, are good illustrations of this rule.

Rule 6. If a direct quotation is not formally introduced, it should be preceded by a comma; as,—

Patrick Henry began his celebrated speech by saying, "It is natural to man to indulge in the illusions of hope."

Rule 7. A comma should follow as, viz., to-wit, namely, and that is, when they introduce expressions; as,—

We will promote the man; that is, if he is worthy.

Rule 8. When the auxiliary precedes the principal sentence in a complex sentence, the parts should be separated by a comma; as,—

If the messenger calls, give him the letter.

Rule 9. A direct address should be followed by a comma; as,—

I rise Mr. President, to a point of order.

Rule 10. An intermediate expression having little connection with the rest of the sentence, should be enclosed in commas; as,—

Then came Jesus, the doors being shut, and stood in the midst.

Rule 11. In continued sentences, having a common verb, which is expressed in one of the members, but is not expressed in the others, the omission of the verb should be indicated by a comma; as,—

Semiramis built Babylon; Dido, Carthage; and Romulus, Rome.

Rule 12. When words or phrases are in pairs, place a comma after each pair; as,—

The poor and the rich, the weak and the strong, the young and the old, have one common Father.

Rule 13. When a noun is in apposition with some preceding noun or pronoun, it should be enclosed in commas, and if it has an adjunct consisting of several words, they should also be enclosed in commas with it; as,—

Virgil, the chief poet among the Romans, was fond of rural life.

Rule 14. A long subject should be followed by a comma ; as,—

That stars are suns, is taught by astronomers.

The Dash.

Rule 1. When the construction of a sentence is abruptly broken the parts should be separated by the dash; as,—

We have learned a bitter lesson—let us bury the past.

Rule 2. A dash should be used after as, namely, etc. when the enumeration thus introduced begins on the next line; also, to separate the name of an author from an extract from his writings.

The illustration of the foregoing rules, are good examples of this rule.

Rule 3. When a succession of particulars are all summed up into some emphatic general expression which includes them all, a dash should separate them from the general expression; as—

He was witty, learned, industrious, plausible—everything but honest

Rule 4. If a question and answer are in the same line or paragraph, a dash should be placed between the interrogation point and the answer; as,—

Are you acquainted with the defendant?—I am.

Rule 5. If the parenthetical expression is strong, enclose it in dashes instead of commas or parentheses; as,—

With a firm step—for he was brave—he advanced.

The Parentheses.

Marks of parentheses are used to enclose words which explain, modify, or add to the main proposition, when so introduced as to break the connection between dependent parts and interfere with the harmonious flow; as,—

The Saxons (for they are descended from the ancient Sace) retained for centuries the energy and morality of their ancestors.

The Brackets.

Brackets are used principally in quoted passages to enclose words, improperly omitted or added by way of correction, observation, or explanation; as,—

A soft answer [turns] away wrath.

The Brace.

The brace is used to connect several terms to something to which they are all related; as,—

Committee. { B. R. Stroud.
S. M. Comb.
D. R. Glass.
S. P. Max.
Geo. Bell.

The Apostrophe.

The apostrophe denotes the omission of a letter or letters, and the possessive case of nouns.

Examples.—'Tis for it is; e'en for even; don't for do not; o'clock for on (the) clock. So in the possessive: hero's, Charles', men's, heroes', children's.

Pronouns never take the apostrophe in the possessive case.

The Hyphen.

The hyphen is used to connect the elements of a compound word, when each retains it own accent.

Example.—Castle-builder, father-in-law.

The hyphen is also used after a complete syllable at the end of a line, to connect the parts of a divided word; also to denote that the final vowel of a prefix does not form a diphthong with the first vowel of a primitive; but in this latter case a mark of diæresis is more appropriate.

Example.—Pre-engagement, re-establish (preengagement, reestablish.)

Quotation Points.

Quotation points are used to inclose words quoted from an author or speaker, or represented in narrative as employed in dialogue.

Example.—"Remember now thy Creator in the days of thy youth."

When the substance merely is given, and not the exact words, quotation points are unnecessary.

Matter within quotation points is to be punctuated just as if it stood in any other position.

When quotation points are needed at the end of a sentence, they come after whatever other point is required there if this point applies to the quotation alone, but before this point if it applies to the whole sentence and not exclusively to the quotation.

Example.—Pilate asked, "What is truth?" Where now is the "man of destiny"?

When a quotation incloses within it another quotation, the external quotation has the double marks, and the one included has only the single marks.

Example.—It has been well said, "The command, 'Thou shalt not kill,' forbids many crimes besides that of murder."

If the enclosed or secondary quotation ends a sentence, three apostrophes will there come together, of which the first will belong to the inclosed quotation, and the other two to the original. When an inclosed quotation itself contains words or phrases

that are quoted, those words or phrases have the double marks.

Example.—"French says, 'What a lesson the word "Diligence" contains!'"

When the sentence becomes more involved than this, the additional marks of quotation would create confusion, and may therefore be omitted.

Accent Marks.

Accent marks are used to denote the proper pronunciation of words. They are:—

The Acute (′) which marks the syllable which requires the principal stress in pronunciation; or to denote a rising inflection of the voice, or a close or short vowel.

The Grave (‵) is used in opposition to the acute to distinguish an open or long vowel, or to denote the falling inflection of the voice.

The Circumflex (ˇ) generally denotes a broad sound or combination of the acute and grave.

The Breve (⌒) is used to denote either a close vowel or a syllable of short quantity.

The Macron (–) is used to denote either an open vowel or a syllable of long quantity.

The Diaeresis (¨) is placed over the latter of two vowels to show that they are to be pronounced in separate syllables, as ærial. In German this character is called the Umlaut, and denotes a modification

of the sound of a vowel over which it is placed, peculiar to the Germanic languages.

The Cedilla (¸) is placed under the letter c to give it the sound of s before a or o; as in the words facade, Alencon.

The Tilde (~) is placed over the letter n in Spanish words to give it the sound ny; as, Señor, miñon.

Other Marks.

The Ellipsis or Suppression (***) denotes the omission of some letters or words.

Examples.—K—g, for King; G****m, for Graham; A. . .s, for Adams; H-m-hr-y, for Humphrey.

The Caret, (^) used only in writing, shows where to insert words or letters that have been accidentally omitted.

The Section (§) marks the smaller divisions of a book or chapter, and, with the help of number, serves to abridge references.

The Paragraph (¶) denotes the commencement of a new subject. The parts of discourse which are called paragraphs are in general sufficiently distinguished by beginning a new line and carrying the first word a little backwards.

Leaders (. . . . .) are used in contents of indexes of books and similar matter to lead the eye to the end of the line for the completion of the sense.

Example.—Wharfage . . . . . $50.

Capitalization.

Rule 1. The first word of every sentence and of every line of poetry should begin with a capital.

Rule 2. The first word in every quotation that forms a sentence should begin with a capital.

Rule 3. The names of persons and places and all other proper nouns should begin with capitals.

Rule 4. Begin with a capital the names of cities, countries, state and national official bodies, departments of the government, and official titles of public officers, when those titles precede the name of the officer.

Rule 5. The first letter in the names of all organized bodies, companies and political organizations should begin with a capital.

Rule 6. The names of all religious sects and political parties and adjectives derived from them and all proper adjectives should begin with a capital.

Rule 7. The names of peoples and languages should begin with capitals.

Rule 8. The names of things personified should begin with capitals.

Rule 9. Capitalize the names of the months, days of the week, holidays, and names of states.

NOTE.—The seasons (spring, summer, autumn, winter) should not begin with capitals unless they are personified.

Rule 10. Write the pronoun I and the interjection O with capitals.

Rule 11. Capitalize words denoting certain regions or geographical divisions; as,—

Pacific Coast, Southern California, the North, the South, the East, the West, etc.

NOTE.—North, south, east and west, are not capitalized except when they refer to some particular locality.

Rule 12. Capitalize the words state and territory when they refer to the United States.

Rule 13. Capitalize all words denoting the Deity and words meaning Heaven.

Rule 14. Capitalize words used to indicate the Bible directly.

Rule 13. Capitalize the names of important buildings.

One Dozen Don'ts.

1. Don't use erasers, intoxicants, tobacco, gum, vulgar language, slang, or pert remarks.
2. Don't use your employer's time watching the clock or listening for the noon er six o'clock whistle.
3. Don't talk to third parties about your employer's business.
4. Don't converse with other employees during working hours.
5. Don't use your employer's office stationery for scratch paper.
6. Don't complain.

7. Don't move or handle anything on any body else's desk.
8. Don't be late going to work, nor early going from it.
9. Don't leave your desk untidy.
10. Don't waste your evenings. Spend them in self improvement.
11. Don't be afraid to work.
12. Don't be afraid to be honest. You owe it to yourself.

One Dozen Things to Begin a Day's Work With.

1. A rested mind and body.
2. Comfortable clothing.
3. Clean face, hands, teeth, and well combed hair.
4. Clean collar, tie, cuffs, a well brushed suit, and well polished shoes.
5. A clean typewriter with good ribbon.
6. A clean, neat desk and office.
7. A good dictionary. a good geography, and a good form book.
8. Good ink, pen and pencils.
9. A determination for accuracy.
10. A happy countenance and a pleasant disposition.
11. An honest purpose.
12. A love for your work.

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